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ABSTRACT

Patrick Henry Community College (PHCC), in Virginia, conducts annual surveys of graduating students to evaluate their satisfaction with the quality of services and instruction they received. In 1992-93, surveys were mailed to 296 students who were eligible to graduate in the spring and fall semesters of 1993, receiving responses from 37.5% (n=111). Study findings included the following: (1) 68% of respondents were female, 90% of students were white, and 10% were black; (2) 38% of respondents were receiving their associate degrees in arts and science, 32% were receiving certificates, 26% were receiving associates in applied science, and 4% were expecting diploma awards; (3) over 40% of students expressed an interest in enrolling at a four-year university, 18% had not decided about additional study, and 14% were planning to continue at PHCC; (4) the highest rated statement on a list of aspects of college was "I feel my degree from PHCC is of high quality," receiving 4.23 on a scale of 5; (5) the most used support services included the library (87%), academic learning resources center (63%), computer literacy center (60%), financial aid (53%), and counseling services (42%); (6) the least used support services included cooperative education (7%), developmental classes (9%), and tutoring (15%); and (7) overall, students rated above average the impact of college on their general education experiences, with males rating the impact higher than females. (Student responses to open-ended questions and the survey instrument are appended.) (MAB)

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Department of Institutional Advancement
Office of Planning, Research, and Assessment

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Graduating Student Survey
Academic Year 1992-1993

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Foreword

Organizations have multiple constituencies. This model treats organizational effectiveness criteria not as a single statement but as several sets of statements, each reflecting the evaluative criteria applied by the various constituencies involved to a greater or lesser degree with the focal organization (Connely et al., 1980; Zammuto, 1982; Pfeffer and Salancik, 1978; Hrebiniak, 1978; Keely, 1978). The criteria for organizational success reflect the values and bases of constituents in the organization. For Patrick Henry Community College the debate regarding the definitions of effectiveness may be judged by a diverse set of interest groups including teachers, administrators, students, parents, employers, legislators, and taxpayers. Millman Jason (1990) believes that students are an excellent source of information about a course or a program, as they are first-hand witnesses to the instruction, facilities, and materials for an extended period of time. The present study is an attempt to assess the graduating students' perceptions of the impact of academic and non-academic aspects of the college environment. Our goal is to conduct some meaningful research and provide factual data to our diverse college community that can be used for the improvement of academic and non-academic processes and eventually help the college to accomplish its mission.

Introduction

Within the conceptual framework of Institutional Effectiveness, PHCC has been involved in experimenting with different approaches for the assessment of cognitive and affective domains of student outcomes since 1990. The graduating student survey is a specific outcome for the institutional effectiveness cycle at PHCC. Satisfaction of graduating students with academic and non-academic programs and services at PHCC is a perceptual measure at the institutional level and is also regarded as a unit of measurement for personal and individual goals for each student. This is a special type of outcome measure that can be used to address academic and administrative policy issues of quality education as well as accountability.

At a time when mandates from state and accrediting agencies are requiring colleges to provide evidence of success in students' learning and performance in areas such as basic skills and remediation, general education, student development, transfer effectiveness, and financial accountability, perceptual measures of graduating students are important indicators for success or failure of higher education institutions.

Patrick Henry Community College conducts annual surveys of those students who are ready to graduate in fall or spring semesters of each academic year. All students who apply for graduation or have completed the required credit hours and are eligible for graduation in a degree or certificate program are asked to complete a questionnaire. This is a perceptual measure by which the graduating students are requested to rate the quality of services and instruction they received while attending Patrick Henry Community College. The results of this study merit the consideration of management and will help the college to improve its academic and non-academic services and programs.

Methodology

This study provides one year of data from those students who were ready to graduate or were eligible to graduate in the spring and fall semesters of the 1993 academic year. The methodology for research included the registrar's office, which provided the names of all students who had completed the graduation forms. The institutional research office retrieved its own data of all potential graduates for the fall and spring semesters of the same year using the student information system (SIS).

The two sets of data were then merged using SPSS, and a comprehensive list of all students who actually graduated in spring or were eligible to graduate in the fall of the same year were included in the study. A cover letter along with the questionnaire was sent to the students. The mailing list of all students is available on the college's mainframe and on electronic files stored in the office of institutional research. A copy of the graduating student survey is presented in Appendix B. Survey responses were coded and then entered into a spread sheet. The data were imported into SPSS for Windows, and data analysis was further conducted.

Administration of Survey

During the academic year of 1992-1993, the college mailed 296 letters along with questionnaires to potential graduates. A total of 111 students or 37.5 percent completed the survey. The questionnaires not included were either incomplete or not readable. The rate of response is statistically significant for this study.

Overall Perceptions

With such a reasonable response rate of about 38 percent from a group of community college students, the results of this study may be used to infer the perceptions of other graduating cohorts.

There were 75 female (68 percent), and 36 male (32 percent) students participating in the research. White students represented 90 percent and black students represented 10 percent of the total surveys. Although the other minority student category constitutes less than one percent of the total college enrollment, none participated in this study. The types of awards at graduation were associates in arts and science, 38 percent; certificates, 32 percent; and associates in applied science, 26 percent. The remaining graduates (4 percent) stated that they were expecting diploma awards. Over one-half of the graduates responded that they had been working for approximately 5.2 semesters towards their degree (range was minimum 2, maximum 10 semesters, with 6 having the maximum occurrence of 20 percent). More than 90 percent of students stated that they worked while attending PHCC. Only 14 percent acknowledged that the college helped them to find employment, and 55 percent believed that the employment was related to their program of study at PHCC.

In response to the question about their future plans, well over 40 percent of students wanted to enroll at a four-year college/university; 18 percent were not decided about transfer or additional study; and 14 percent were planning for additional studies at PHCC.

The perception of graduates about the impact of certain aspects of college on their academic and personal experience is presented in Table 1. Overall, graduates perceived

that the college had an above average positive impact on their academic, personal, and social experiences (minimum = 3.77, maximum = 4.23). The lowest rating on a scale of one through five was assigned by graduates to the statement, "General Education at PHCC has given me skills to understand all types of people," and the highest rating was given to the statement, "I feel my degree from PHCC is of high quality."

Data pertaining to the number and percentage of graduates of 1992-1993 who used instructional and support services while attending PHCC are presented in Table 2. Nearly 87 percent of students stated that they used the library; 63 percent used academic learning resources; 60 percent used the computer literacy center; 53 percent used financial aid; and 42 percent used counseling services. The least usage of support services stated by graduates were cooperative education (7 percent), developmental classes (9 percent), and tutoring (15.3 percent).

TABLE 1. Perception of PHCC Graduates of 1992-1993 of the Impact of Some of the Aspects of College

Rating	Totai		Lowest								Highest	
Scale			1		2		3		4		5	
Number and Percentages	No.	Avg	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
I feel my degree, certificate or diploma from PHCC is of high quality.	106	4.23	1	.9	3	2.8	16	15.1	37	34.9	49	46.2
My education at PHCC has given me skills to grow and learn as a person.	107	4.09	0	0	5	4.7	12	11.2	58	54.2	32	29.9
My education at PHCC has given me practical skills to obtain employment in my field.	105	4.06	2	1.9	3	2.9	18	17.1	46	43.8	36	34.3
I often think back to what I have learned in a particular class.	106	4.05	0	0	5	4.7	18	17	50	47.2	33	31.1
My education at PHCC has given self-confidence in expressing my ideas.	106	3.96	0	0	5	4.7	22	20.8	51	48.1	28	26.4
Most of the electives I took are valuable to me.	104	3.89	1	.9	2	1.8	33	31.7	39	37.5	29	27.9
My education at PHCC has given me the skills to adjust to new job demands.	104	3.88	0	0	4	3.8	30	28.8	45	43.3	25	24
My social experience at PHCC has given me skills to get along with different types of people.	103	3.85	2	1.9	6	5.8	28	27.2	36	35	31	30.1
I think others feel my degree, certificate or diploma from PHCC is of high quality.	103	3.85	3	2.9	4	3.9	21	20.4	53	51.5	22	21.4
The most important thing I have received at PHCC is the practical learning in my major.	108	3.88	2	1.9	5	4.6	29	26.9	50	46.3	22	20.4
My general education at PHCC has given me skills to understand different types of people.	105	3.77	3	2.9	4	3.8	27	25.7	51	48.6	20	19

TABLE 2. Number and Percentage of Graduates of 1992-1993 Who Used Instructional and Support Services While Attending the College.

	TOTAL	NUMBER	PERCENT
Library	111	96	86.5
Academic Learning Resource Center	111	70	63.1
Computer Literary Center	111	66	59.5
Financial Aid	111	59	53.2
Counseling Services	111	47	42.3
Career Development Center	111	40	36.0
Campus Activities & Events	111	35	31.5
Tutoring	111	17	15.3
Developmental Classes	111	10	9.0
Coop Education	111	8	7.2
Other			

Data concerning the perception of PHCC graduates of 1992-1993 of the delivery and provision of services by student support services are presented in Table 3. Overall, graduates perceived that the college had an above average rating on the delivery of services by student support services (minimum = 3.5, maximum = 4.28 on a scale of 1 - 5, with 5 being the highest). Graduates rated 4.24, 4.13, 4.09, and 4.06 on the quality of services delivered by the computer literary center, financial aid, academic learning center, and counseling respectively. The lowest scores were assigned to cooperative education with 3.5, developmental classes with 3.59, and campus activities and events with 3.75.

TABLE 3. Perception of PHCC Graduates of 1992-1993 of the Delivery and Provision of Services by Student Support Services

	TOTAL		Lowest								Highest	
			1		2		3		4		5	
Numbers & Percentages	N	Avg	N	%	N	%	N	%	N	%	N	%
Library	102	4.28	0	0	4	3.9	13	12.7	36	35.3	49	48
Computer Literary Center	81	4.24	0	0	1	1.2	13	16	33	40.7	34	42
Financial Aid	75	4.13	3	4.0	7	9.3	7	9.3	18	24	40	53.3
Academic Learning Resource Center	80	4.09	3	3.8	0	0	13	11.7	35	31.5	29	26.1
Counseling Services	70	4.06	4	5.7	2	2.9	10	14.3	25	35.7	29	75.7
Career Development Center	63	3.91	3	4.8	1	1.6	18	28.6	18	28.6	23	36.5
Tutoring	41	3.85	5	12.2	3	7.3	4	9.8	10	24.4	19	46.3
Campus Activities & Events	64	3.75	2	3.1	2	3.1	18	28.1	30	46.9	12	18.8
Other	3	3.67	1	33.3	0	0	0	0	0	0	2	66.7
Developmental Classes	41	3.59	3	7.3	2	4.9	13	31.7	14	34.1	9	22
Coop Education	40	3.5	4	10	1	2.5	12	30	18	45	5	12.5

The perception of PHCC 1992-1993 graduates of the delivery and provision of services by student academic services is presented in Table 4. Graduating students rated above average of the delivery of services by student academic services (minimum = 3.34, maximum = 4.14). Overall satisfaction of students with their college experiences scored the highest (4.14). Graduates rated 4.07 on the student/teacher class interaction; 4.07 on the

instruction in major courses; and 3.96 on the instruction in all courses. The lowest ratings by graduates were assigned to college publications, 3.34; scheduling of classes, 3.46; placement testing, 3.49; and student/teacher interaction outside classroom, 3.75.

TABLE 4. Perception of PHCC Graduates of 1992-1993 Of the Delivery and Provision of Services by Student Academic Services

	TOTAL		Lowest								Highest	
			1		2		3		4		5	
Number & Percentages	N	Avg	N	%	N	%	N	%	N	%	N	%
Overall	109	4.14	1	.9	2	1.8	10	9.2	64	58.7	32	29.4
Student/Teacher Interaction(in-class)	108	4.07	1	.9	3	2.8	18	16.7	51	47.2	35	32.4
Instruction in major courses	104	4.07	1	1	4	3.8	11	10.6	59	56.7	29	27.9
Instruction in all	107	3.96	0	0	1	.9	17	15.9	74	69.2	15	14
Other	7	3.86	1	14.3	0	0	1	14.3	2	28.6	3	42.9
Student/Teacher Interaction(out-class)	104	3.75	4	3.8	10	9.6	20	19.2	44	42.3	26	25
Academic Advising	98	3.72	6	6.1	4	4.1	26	26.5	37	37.8	25	25.5
Placement Testing	87	3.49	6	6.9	7	8	23	26.4	40	46.0	11	12.6
Schedule of Classes	102	3.46	7	6.9	9	8.8	32	31.4	38	37.3	16	15.7
College	98	3.34	7	7.1	7	7.1	43	43.9	28	28.6	13	13.3

General Education Perceptions

General education refers to that portion of the collegiate experience which addresses the knowledge, skills, attitudes, and values characteristic of educated persons. It is unbounded by disciplines, and it honors the connections among bodies of knowledge. In recent review of the college mission and institutional goals, components of general education have a high priority at PHCC. The planning and evaluation committee recommended that general education be cited as a specific institutional goal. Therefore, the college decided to include the questions regarding the eight elements of general education in most of its surveys. Astin believes that assessing general education is the most important cognitive assessment task facing higher education (Astin, A.W. 1991, p. 48.). The

process of developing measures to assess general education outcomes at PHCC, particularly in the cognitive domain, began with finding appropriate standardized tests. ASSET and CAAP are the standardized measures used at PHCC for measuring the cognitive domain of general education components at entry and at graduation. ASSET, a relatively new instrument used as a pre-test since fall 1990, assesses students' skills and estimates their readiness to do college coursework as they enter the college. CAAP, on the other hand, has been used since spring 1993 as a post-test to assess students' learning outcomes as they graduate. Affective measures that assess the total impact of college on students' attitudes, beliefs, and values include an array of surveys as well as locally developed questionnaires which accompany ASSET and CAAP instruments. Affective outcomes of general education are hard to measure with a reasonable degree of precision or reliability. However, since attitudinal questionnaires are administered to groups of students who have been exposed to particular educational programs or the campus environment, the measures should be reliable, given the use of statistically large numbers of students in a group.

Perceptions of PHCC graduates of 1992-1993 of the impact of college on their general education experience is presented in Tables 5 through 8. Overall, students rated above average the impact of college on their general education experience (minimum = 3.47, maximum = 4.13). Graduates perceived that the college had the highest impact on their learning skills experience (4.13), followed by communication skills (4.11), critical thinking (4.10), and interpersonal skills experience (4.06). The lowest rating on the impact of college on students' general education experience were assigned to understanding science and technology (3.47) followed by understanding culture and society (3.63).

TABLE 5. Perception of PHCC Graduates of 1992-1993 on the Impact of College on Their General Educational Experience

	TOTAL		Lowest								Highest	
			1		2		3		4		5	
Numbers & Percentages	N	Avg	N	%	N	%	N	%	N	%	N	%
Learning Skills	111	4.13	0	0	3	2.7	16	14.4	56	50.5	36	32.4
Communication	111	4.11	0	0	0	0	26	23.4	47	42.3	38	34.2
Critical Thinking	111	4.10	0	0	1	.9	25	22.5	48	43.2	37	33.3
Interpersonal Skills	110	4.06	0	0	5	4.5	22	20.0	44	40.0	39	35.5
Wellness	111	3.93	2	1.8	3	2.7	26	23.4	50	45.0	30	27.0
Computer Comprehensive Skills	110	3.87	1	.9	5	4.5	52	29.1	41	37.3	31	28.2
Understanding Culture	111	3.65	1	.9	8	7.2	38	34.2	46	41.4	18	16.2
Understanding Science	111	3.47	1	.9	13	11.7	42	37.8	43	38.7	12	10.8

Data pertaining to the perception of graduates (by the type of awards) of the impact of college on their general education experience are presented in Table 6. The idea was to examine whether the impact of college on the general education experience would differ by types of degrees graduates received. The findings of this study indicate that the overall impact of the college on the general education experience of graduates who received the associate in applied science were the highest (4.2), followed by those who received the associate in arts (4.1), certificates (3.9), and diploma (3.8).

TABLE 6. Perception of PHCC Graduates of 1992-1993 of the Impact of College on their General Education Experiences (By The Types of Awards)

	TOTAL		Diploma		Certificate		Assoc. in Applied		Assoc. in Arts	
Numbers & Percentages	N	Avg	N	Avg	N	Avg	N	Avg	N	Avg
Critical Thinking	111	4.11	5	4.2	35	4.09	42	4.17	29	3.97
Learning Skills	111	4.1	5	4	35	4.03	42	4.21	29	4.14
Communication	111	4.05	5	3.8	35	3.94	42	4.19	29	4.24
Interpersonal Skills	111	4.05	5	4	35	3.88	42	4.14	29	4.17
Wellness	111	3.85	5	3.6	35	3.94	42	4.02	29	3.83
Computer Comprehensive Skills	110	3.83	4	3.75	35	3.8	42	4.05	29	3.72
Understanding Culture	111	3.67	5	3.6	35	3.46	42	3.55	29	4.03
Understanding Science	111	3.51	5	3.6	35	3.29	42	3.48	29	3.67
Mean	4.1		3.8		3.9		4.2		4.1	

TABLE 7. Perception of PHCC Graduates of 1992-1993 on the Impact of College on Their General Education Experiences (By Gender)

	TOTAL		MALE		FEMALE	
Numbers & Percentages	N	Avg	N	Avg	N	Avg
Critical Thinking	111	4.11	36	4.11	75	4.08
Learning Skills	111	4.1	36	3.97	75	4.2
Communication	111	4.05	36	4.03	75	4.15
Interpersonal Skills	110	4.05	35	4.14	75	4.03
Wellness	111	3.85	36	4.03	75	3.88
Computer Comprehensive Skills	110	3.83	36	3.83	74	3.89
Understanding Culture	111	3.67	36	3.94	75	3.51
Understanding Science	111	3.51	36	3.67	75	3.37
Mean	3.9		4.0		3.9	

Data pertaining to the perception of graduates (by gender) of the impact of college on their general education experience are presented in Table 7. The idea was to examine whether the impact of college on the general education experience would differ by the sex of students. The research findings indicate that the overall impact of the college on the general education experience of graduates differs by gender. Male graduates rated higher than female graduates (4.0 for males vs. 3.9 for female). The highest ratings for female were assigned to learning skills, 4.2; followed by communication, 4.15; and critical thinking, 4.08. The lowest ratings were assigned to understanding science, 3.37; understanding culture, 3.51; and wellness, 3.88. However, the ratings given by men were different for the same scale. The highest ratings for men were assigned to interpersonal skills, 4.14; critical thinking, 4.11; communication, 4.03; and the lowest ratings were understanding science, 3.67; computer skills, 3.83; and understanding culture, 3.94.

TABLE 8. Perception of PHCC Graduates of 1992-1993 of the Impact College on Their General Education Experience (By Race)

	TOTAL		WHITE		BLACK		OTHERS	
Numbers & Percentages	N	Avg	N	Avg	N	Avg	N	Avg
Interpersonal Skills	111	4.31	100	4.01	10	4.60		
Learning Skills	111	4.25	101	4.1	10	4.40		
Communication	111	4.24	101	4.08	10	4.40		
Critical Thinking	111	4.19	101	4.07	10	4.30		
Wellness	111	4.1	101	3.89	10	4.30		
Understanding Culture	111	3.9	101	3.59	10	4.20		
Computer Comprehensive Skills	110	3.75	100	3.90	10	3.60		
Understanding Science	111	3.49	101	3.47	10	3.50		
Mean	4.0		3.9		4.2			

Table 8 illustrates the data on the perception of graduates (by race) of the impact of college on their general education experience. The idea was to examine whether the impact of college on the general education experience would differ across racial categories stated in literature. The findings of this study indicated that the overall impact of the college on the general education experience of graduates differ by their racial categories. Black students rated higher than white students (4.2 for black students vs. 3.9 for white students). The highest impact for black graduates were interpersonal skills, 4.60; communication, 4.40; learning skills, 4.40; and the lowest were understanding science, 3.50; and computer skills, 3.60. The highest impact for white graduates were communication, 4.08; critical thinking, 4.07; and interpersonal skills 4.01. The lowest were understanding science, 3.47; understanding culture, 3.59; and wellness, 3.89.

ANOVA and Post-hoc Comparisons Of Graduates' Perceptions Based On Their Race, Gender, and the Type of Awards

Preliminary analysis presented by Tables 6, 7, and 8 indicated that there were apparent differences in the impact of college on graduates regarding gender, race, and the type of awards they have received from Patrick Henry Community College. In order to investigate whether these differences were statistically significant, we designed a one-way analysis of variance with one or more independent group(s) factor (Johnson, R., 1988). ANOVA centers on three sources of variance (sum of squares between subjects, within subjects, total) and the F-ratio, which directly refers to the hypothesis as to whether or not the average ratings across groups are equal. In generic form the hypothesis may be stated as:

H_0: All average ratings across groups are equal

H_1: Not all the average ratings across groups are equal

If the F-ratio is non-significant, then we reject the null hypothesis (H_0), and our analysis is complete. However, if the F-ratio is significant, then we must proceed with post-hoc comparisons analysis. The assumption in our analysis was that groups had a common variance and that students were randomly assigned to each group. Significance level of 0.05 was chosen to test the hypothesis in this study.

Overall, four significant differences were found. The impact of college in understanding culture on graduating students was statistically significant by the type of awards graduates received. The F-ratio was 2.79, and the probability of F was 0.044. Since group averages were statistically significant, we decided to conduct Duncan's new multiple range test and Tukey's honestly significant difference test, both of which are conservative tests. Duncan's test finds fewer significant differences, and Tukey uses a

single critical difference. Posterior tests showed that there were differences in understanding culture from the impact of college on graduates between those who received the associate in arts degree and the two groups who received the associate in applied science degree and those who received certificates. No statistically significant difference was found between graduates who received diploma and the other three groups.

The impact of college in understanding culture on graduates was also statistically significant across gender (F-ratio = 6.46, P-value = 0.012, average for men = 3.94, average for women = 3.50) and race (F-ratio = 4.55, P-value = 0.035, average for black students = 4.20, average for white students = 3.59). Also, the impact of college on interpersonal skills on graduates was statistically significant across racial categories (F-ratio = 4.41, P-value = 0.03, average for black students 4.60, average for white students = 4.01).

Conclusion

The perception of graduating students of academic and non-academic programs and services at PHCC is an outcome measure for Institutional Effectiveness at the institutional level and is also regarded as a unit of measurement at the individual student's level. This study was designed to measure the perceptions of 1992-1993 graduating students regarding the quality of services and instruction they received while attending PHCC.

Overall, graduates perceived that the college had an above average impact on their academic, personal, and social experiences (Table 1). Data illustrated in Tables 1, 2, 3, and 4 reveal that the college should further examine the circumstances relating to the low ratings of graduating students for cooperative education, developmental classes, and tutoring programs and modify and maintain administrative policies to monitor and channel more students into these programs. Also, management should consider improving campus activities and events, improving college publications, improving class scheduling, improving placement testing, and finally improving the student/teacher interaction outside the classroom. In addition, the analysis revealed that course offerings and campus-wide activities regarding science and cultural awareness should be on the priority list for consideration by the president's staff. The findings of this study indicate that the overall impact of the college on the general education experience of graduates was above average. Male graduates rated the impact higher than female graduates (male = 4.0 vs. female = 3.9). The highest impacts for males were interpersonal skills and critical thinking, and the lowest impacts were understanding science and computer skills. For female graduates the highest impacts were learning skills and communication, and the

lowest impacts were understanding science and understanding culture. Research findings indicated that the overall impact of the college on the general education experience of graduates differs across racial categories. Black students rated higher than white students. The highest impacts for black graduates were interpersonal skills and communication, and the lowest were understanding science and computer skills. The highest impact for white students were communication and critical thinking, and the lowest were understanding science and understanding culture. Finally, the impact of college on the general education of students was different regarding the type of degree that students received. General Education elements had the highest impact on graduates who received associate in applied science degrees, followed by those who received associate in arts degrees, then certificates and diplomas.

Further statistical analysis of post-hoc comparison between male and female graduates using Duncan's new multiple range test and Tukey's honestly significant difference tests actually proved that the impact of college in understanding culture on graduating students was statistically significant across gender, race, and the type of awards they received. Statistical significance also existed across racial categories for the "interpersonal skills" element of the general education matrix.

APPENDIX A

GRADUATING STUDENT COMMENTS
ACADEMIC YEAR 1992 - 1993

Graduating Student Comments

I have enjoyed attending Patrick Henry, it has made me realize lots of things and understand life in different aspects. I'm really going to miss this place and I may come back and take more classes.
Thanks to all!!

I have greatly enjoyed my studies at PHCC and the instruction that I received. I especially enjoyed my courses in Industrial Electronics Technology. I feel that my instructors, Mr. Lane Hubbard and Mr. Don Crouch, are very knowledgeable and professional individuals. I believe that I have benefited from their instruction and I have been inspired to further my education at a four year institution.

I enjoyed my field of study very much at PHCC. I was given many opportunities in the field of science that advanced my learning: conducting biology study group, volunteering and the museum and working at the VMNH during the summer, as well as tutoring in biology. I have had great experiences in my field while at PHCC.

Last year I quit my full-time job to go to school and finish in two semesters and a half. I'm married and own a home and so I had to work two part-time jobs plus I'm in the Army National Guard. But with the Lord's help and a lot of determination it can be done! The Financial Aid personnel were very helpful and understanding.

I was anxious about coming back to school at my age & after so many years, but it was okay. PHCC is a good mix of stimulating & supportive. I am now convinced that compulsory attendance of high classes should be abandoned in favor of willing attendance at community colleges whenever it is that people get ready to go back to school.

I have enjoyed my time at PHCC. Everyone has been helpful and nice. One thing I would like to say is the next time I return here I would like an advisor that has time for me. I felt my advisor didn't want to take time with me and that made me feel as if maybe I wasn't getting the correct advice. Even she said one time, why don't you see Mr. XX, he can do the same thing I can. She was my advisor and I trusted her, but at the end I felt as if she didn't care.

I feel that for the associate in education, there should be more classes offered for those who are planning to teach.

As a student from another country, I have thoroughly enjoyed my time at PHCC. I have found everyone to be very helpful and understanding. I know that my PHCC education will give me the necessary skills needed to enter my chosen career.

Ever wonder if the students could remove one teacher who it would be?

I would have liked to have had all my nursing instructors take their jobs of being teachers as seriously as I took my job of being a student.

Much help along the way- Nancy & Cheryl very helpful. Also support from Ken and Toby.

During my four years with Patrick Henry Community College, some of the information taught and the instructors will soon be forgotten. However, four educators and their instruction will remain ever before me on my life journey: John Buck-History; "Whitey" Pitts-History; Gayle Wade-English Composition; and Nadine Keen-American Literature!

Advisor did not help at all and acted like he could care less.

I feel someone at PHCC should realize Toby Deal may be a nice person but a teacher he is not. In his class, you have to teach yourself. My worst grades are under him. If you don't think like him and read his mind, you can not make it under him. He is very rude to women for some reason. If you took a survey about T. Deal, you would see I'm correct. Students should not have to put up with him!

I feel that I could have done much better in my classes if the instructors (full-time) took as much interest in their students as some of the part-time instructors do. Nancy Phillips always has time for her students and is concerned about their well-being and their future. This concern needs to be adopted by much of the faculty but would in turn create much better PHCC students.

With the some 7,000 Furniture Industry Jobs in the Martinsville-Henry County area, I would like to see some agreement between PHCC and High Point University. HPU has an excellent Home Furnishings program that I hope in the future to attend. A system not unlike the Averett ACE program would be excellent.

I am aware that PHCC offers furniture manufacturing classes but it would be a benefit for this entire area if there was a Home Furnishings Curriculum. I feel that the local Furniture Industries would help to fund such a program and that they would benefit the most in the long run.

The instructors for the Paralegal program were excellent.

I found most of my professors at PHCC very helpful and friendly. They seemed to go above and beyond the call of duty on a regular basis and for an older, returning student that was very encouraging and helpful.

The purpose of general courses are a joke. English hasn't changed since high school and neither history. I feel speech will be almost useless in my field. Let us take the general courses we want to take like math and still be able to receive our degree. That way we can take classes more useful to our related field.

APPENDIX B

GRADUATING STUDENT SURVEY

Patrick Henry Community College
Graduate Survey

You have been away from PHCC for a year now. At this point in your life, we would like to know what you think about your experiences. The following information will help the college improve courses and services. The information you provide is confidential and maintained at the Office of Institutional Research. Only collective information is given out to other areas (no specific person, name, age) unless you indicate otherwise. If you are uncomfortable in providing certain information such as your name or ethnic background you may leave that area blank. Thank you for completing and returning this survey to the Office of Institutional Research, Room 205. Administration Building.

NAME
ADDRESS
CITY STATE ZIPCODE
SS# PHONE #
DATE OF BIRTH
IS ENGLISH YOUR PRIMARY LANGUAGE?
SEX
ARE YOU A VETERAN?
ETHNIC BACKGROUND

Black/African American
American Indian
White/Caucasian
Mexican American/Chicano
Asian/Pacific Islander
Puerto Rican/Cuban/Other Island
Filipino
Other
Prefer not to answer

TYPE OF HIGH SCHOOL CERTIFICATE

High School Degree --- Year?
GED
Preliminary Exam
Foreign Equivalent
Still in High School

WHAT IS THE HIGHEST DEGREE YOU HAVE RECEIVED SINCE LEAVING PHCC? FROM WHERE AND WHEN?

WHAT KIND OF AWARD DID YOU RECEIVE FROM PHCC AT GRADUATION? FROM WHAT PROGRAM?

Diploma
Certificate
Associate in Applied Science
Associate in Arts and Science

ON A SCALE OF 1-5, WITH 5 BEING THE HIGHEST, PLEASE RATE THE FOLLOWING.

1. Your education at PHCC gave you practical skills to obtain employment in your field
2. Your general education at PHCC gave you skills to understand all types of people.
3. Your social experience at PHCC gave you skills to get along with all types of people.
4. Your education at PHCC gave you the skills to grow and learn as a person.
5. Your education at PHCC gave you the skills to adjust to new job demands.
6. The most important thing you received at PHCC was the practical learning in your major.
7. You consider most of the elective you took valuable.
8. Your education at PHCC gave you the self confidence to express your ideas.
9. You often think back to what you learned in a particular class.
10. You think your degree, certificate or diploma from PHCC is high quality.
11. Others think you degree, certificate or diploma from PHCC is high quality.

IF YOU ARE ATTENDING A 4 YEAR INSTITUTION

12. Your preparation received from PHCC is better compared to other students at that institution
13. You think the level of difficulty at the 4-year institution is greater than at PHCC
14. You think the 4-year institution gives a higher quality education.

RELEASE OF INFORMATION

I, hereby authorize release of this information including assessment results to other educational institutions.

Signature_____

ARE YOU CURRENTLY WORKING?
FULL OR PART TIME?

WHAT KIND OF WORK DO YOU DO?

WHERE DO YOU WORK?

YOUR CURRENT EMPLOYMENT IS:
1.Very Satisfying 2. Satisfying
3>Not very Satisfying 4. Unsatisfying

DID PHCC HELP YOU FIND YOUR CURRENT JOB?

IS THIS EMPLOYMENT RELATED TO YOU FIELD OF STUDY?

DO YOU PLAN TO PURSUE OTHER EMPLOYMENT?

DO YOU PLAN FURTHER EDUCATION IN THE FUTURE?
1. None
2. Additional study at PHCC
3. Additional study at another Community College
4. 4-year college//university
5. Graduate or Professional study
6. Other type of institution
7. Undecided

DO YOU WISH YOU HAD CHOSEN ANOTHER PROGRAM OF STUDY?
IF SO, WHAT?

WHAT INSTRUCTIONAL SUPPORT SERVICES DID YOU USE WHILE AT PHCC
1. Academic learning center
2. Campus activities and events
3. Career Development Center
4. Computer Literacy Center
5. Cooperative Education
6. Counseling Services
7. Developmental Classes
8. Finical Aid
9. Library
10. Tutoring
11. Other_____

ON A SCALE OF 1-5, WITH 5 BEING THE HIGHEST, PLEASE RATE THESE SERVICES.
1. Academic learning center
2. Campus activities and events
3. Career Development Center
4. Computer Literacy Center
5. Cooperative Education
6. Counseling Services
7. Developmental Classes
8. Finical Aid
9. Library
10. Tutoring
11. Other_____

ON A SCALE OF 1-5, WITH 5 BEING THE HIGHEST, PLEASE RATE THE FOLLOWING
1. Instruction in all Courses
2. Instruction in MAJOR courses only
3. Academic advising
4. Placement testing
5. Scheduling of Classes
6. Student/Teacher Class Interaction
7. Student/Teacher Interaction outside class
8. College Publications
9. Overall Satisfaction with PHCC Experience
10. Other _____

ARE YOU INTERESTED IN JOINING THE PHCC ALUMNI ASSOCIATION?

ON A SCALE OF 1-5, 5 BEING THE HIGHEST, PLEASE RATE THE PREPARATION YOU RECEIVED WHILE AT PHCC RELATIVE TO YOUR FIELD OF EMPLOYMENT
1. Overall preparation in your field
2. Basic preparation in your field
3. Classroom preparation in your field
4. Hands-on preparation in your field
5. Clinical preparation in your field
6. Licensure preparation in your field
7. Orientation to actual work in your field
8. Your preparation compared to your co-workers
9. Preparation required to promote a healthy lifestyle.

BEST COPY AVAILABLE

PATRICK HENRY COMMUNITY COLLEGE
GRADUATE SURVEY

GENERAL EDUCATION ELEMENTS

General education is defined as that portion of the college experience which addresses knowledge, skills, attitudes and values characteristic of educated persons. At PHCC, we are committed to providing every student with a strong course of general education in addition to specific skills and knowledge in a major. The following eight element demonstrate general education.

REVIEW EACH DEFINITION OF AN ELEMENT, THEN ON A SCALE OF 1-5, WITH 5 BEING THE HIGHEST, AND 1 BEING THE LOWEST, PLEASE RATE YOURSELF IN TERMS OF EACH OF THE EIGHT ELEMENTS OF GENERAL EDUCATION

1. Communication Skills to read and write, listen and speak effectively

Not at All	A Little	A Fair Amount	A Good Amount	A Great Amount
1	2	3	4	5

2. Learning Skills Skills to locate and utilize information resources; Knowledge of methods of inquiry; and the development of attitudes and skills which promote life-long learning

Not at All	A Little	A Fair Amount	A Good Amount	A Great Amount
1	2	3	4	5

3. Critical Thinking Skills to recognize and solve problems; to analyze, evaluate, synthesize, and reflect skills to make decisions; and the development of the ability to respond and adapt to change

Not at All	A Little	A Fair Amount	A Good Amount	A Great Amount
1	2	3	4	5

4. Interpersonal Skills Human Relations The development of self-understanding, personal values, ethics and social responsibilities; skills to recognize different perspectives and cultural views; Skills to interact effectively with others; and the development of skills and attitudes which are valued by employers

Not at All	A Little	A Fair Amount	A Good Amount	A Great Amount
1	2	3	4	5

5. Computational and Computer Skills Skills top understand and interpret numerical data. Skills to manipulate data in a logical way; and knowledge of basic computer elements, skills and applications

Not at All	A Little	A Fair Amount	A Good Amount	A Great Amount
1	2	3	4	5

6. Understanding Culture and Society The development of attitudes and values for responsible citizenship. Knowledge of the social political and economic institutions; the development of a historical perspective and global consciousness; and an awareness and appreciation of artistic forms of expression.

Not at All	A Little	A Fair Amount	A Good Amount	A Great Amount
1	2	3	4	5

7. Understanding Science and Technology Knowledge of fundamental principles of science and technology; knowledge of the scientific method of inquiry, skills in the application of scientific knowledge to practical situations. and the development of attitudes and values which reflect and understanding and respect for the environment.

Not at All	A Little	A Fair Amount	A Good Amount	A Great Amount
1	2	3	4	5

8. Wellness The development of attitudes, values and skills which promote physical and emotional well being

Not at All	A Little	A Fair Amount	A Good Amount	A Great Amount
1	2	3	4	5

OTHER:

9. HOW MANY PERSONS ARE IN YOUR IMMEDIATE FAMILY?

10. ARE OTHER MEMBERS OF YOUR FAMILY EMPLOYED?

11. INDICATE TOTAL FAMILY INCOME WITHIN ONE OF THE FOLLOWING RANGES

Less than $9,500
$9,501 - 12,700
$12,701 - 16,000
$16,000 - 20,000
$20,001 - 32,000
Over $32,001

12. WHAT IS YOUR CURRENT SALARY RANGE?

$10,000 - 20,000
$20,001 - 30,000
$30,001 - 40,000
$40,001 - 50,000
$,50,001 - 60,000
Greater than $60,001

13. WHERE YOU THE FIRST PERSON IN YOUR FAMILY TO ATTEND A SCHOOL HIGHER THAN HIGH SCHOOL?

14. DO EITHER OF YOUR PARENTS HAVE A BACHELORS DEGREE?

We invite you to write any comments you would like to share with us.

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